

**Grade 1 Math: Weeks 31-36 April 22- June 4  
2012-2013**

Standards	*	Lessons	Teacher Notes														
<p><b>1.NBT.4- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used . Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.</b></p> <p><b>Learning Targets:</b> I can add a two-digit number to a one-digit number using my strategies. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) I can add a two-digit number to a multiple of 10 using my strategies. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)</p>	▶	<p><i>To address KCAS, the following should be included in instruction:</i></p> <p><b>Math Investigations:</b> <b>Unit 4 Sessions</b></p> <ul style="list-style-type: none"><li>1.1-1.4</li><li>2.1-2.2, 2.4-2.5</li><li>3.1-3.2, 3.4</li></ul> <p><b>Unit 5 Sessions:</b></p> <ul style="list-style-type: none"><li>1.1-1.4, 1.5A, 1.6</li><li>2.1-2.5</li></ul> <table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>1.NBT.4</td><td></td></tr><tr><td>1.NBT.5</td><td></td></tr><tr><td>1.NBT.6</td><td></td></tr><tr><td>1.MD.1</td><td></td></tr><tr><td>1.MD.2</td><td></td></tr><tr><td>1.MD.4</td><td></td></tr></table>	Formative Assessment Opportunities		1.NBT.4		1.NBT.5		1.NBT.6		1.MD.1		1.MD.2		1.MD.4		<p><b>KCAS Note: 1.NBT.4, 1.NBT.5, 1.NBT.6:</b> Provide additional opportunities for students to engage in the workshop activities and Gap Lessons identified in Weeks 25-30.</p>
Formative Assessment Opportunities																	
1.NBT.4																	
1.NBT.5																	
1.NBT.6																	
1.MD.1																	
1.MD.2																	
1.MD.4																	
<p><b>1.NBT.5- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</b></p> <p><b>Learning Targets:</b> I can mentally find 10 more or 10 less than a number and explain my reasoning.</p>	▶																
<p><b>1.NBT.6- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero difference), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</b></p> <p><b>Learning Targets:</b> I can subtract multiples of 10 from larger multiples of 10. I can relate my strategy to a written method and explain my reasoning. (Strategies: concrete models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction)</p>	▶	<p><b><u>Vocabulary</u></b> addition, add, subtraction, subtract, reason, digits, multiple, compare, measure, length, gap, overlap, how many more, how many less, organize, represent, interpret, data</p>															

\*Standard Progression

**Grade 1 Math: Weeks 31-36 April 22- June 4  
2012-2013**

<p><b>1.MD.1 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.</b>  <b>Learning Target:</b>          I can order three objects based on their lengths.          I can compare the lengths of two objects based on the length of a third object.</p>	<p>★ ▶</p>		
<p><b>1.MD.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></b>  <b>Learning Target:</b>          I can accurately measure and express the length of an object.</p>	<p>★ ▶</p>		
<p><b>1.MD.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</b>  <b>Learning Target:</b>          I can organize and represent data with up to three categories.          I can ask and answer questions about data.</p>	<p>★ ▶</p>		

\*Standard Progression